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ABSTRACT

The status of higher education in Maryland in 1975 and 1985 is compared, with attention to enrollments, student qualifications, programs, faculty, funding, quality, accountability, and the role of higher education in society. Data on opening fall 1984 enrollments and changes from 1983 are provided for Maryland community colleges, state colleges and universities, and private colleges. Enrollments during the past 10 years in Maryland have grown by only 13 percent, and women account for all of the enrollment growth. The number of part-time undergraduates surpassed the number of full-timers in 1982. Average scholastic aptitude scores for Maryland high school seniors have increased for the past 3 years. Major changes have occurred in student interests, including a shift away from the liberal arts and sciences and toward programs with strong career orientations. While the number of full-time faculty at public colleges remained stable between 1975 and 1983, the number of part-time faculty increased by 39 percent. Currently 50 percent of all faculty are part-time. Despite less campus purchasing power, modest enrollment growth has given campuses the opportunity to focus on improving quality rather than dealing with expansion. (SW)

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Status of Higher Education in Maryland — 1985

The past decade has been one of significant transitions in higher education. The following discussion compares the current status of Maryland higher education with that of ten years ago.

Enrollments

The 1960s and early 1970s were years of tremendous growth in higher education. In 1970 Maryland higher education enrollments were over two and one-half times as large as they had been at the beginning of the decade; by 1975 they were about four times as large. By contrast, enrollments during the past ten years have grown by only thirteen percent.

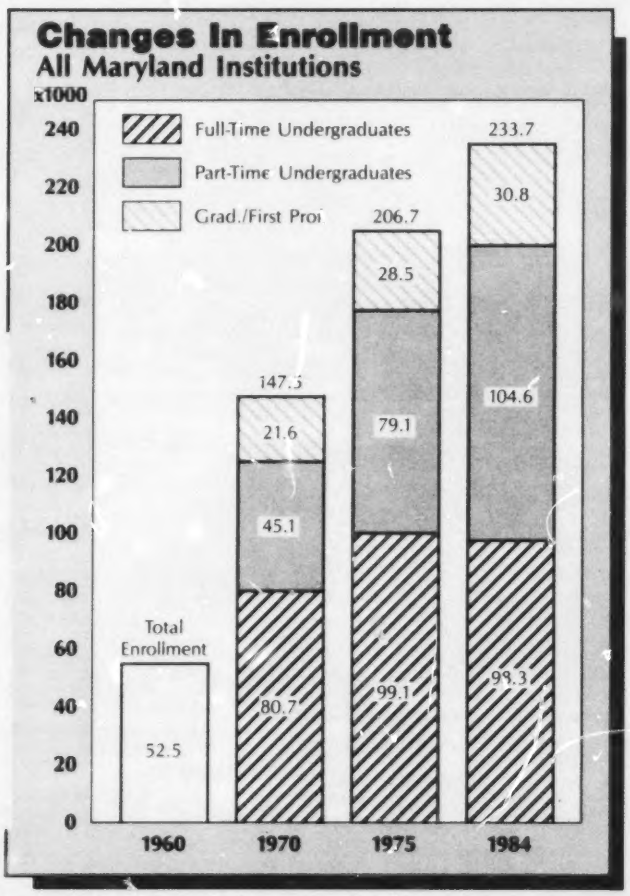
Most of the growth in enrollments during the 1960s and much of that of the early 1970s was concentrated among traditional college students — full-time undergraduates — historically the largest group on campus. This growth came to a halt in 1975. Currently, Maryland institutions of higher education enroll slightly fewer full-time undergraduates than ten years ago. As a result of this relative stability, part-time undergraduates surpassed full-time students as the largest category of students on campus in 1982. Beginning this past year, the number of entering full-time freshmen and full-time undergraduates began to decline. This decline should continue for another ten years as a result of declines in births between 1965 and 1977.

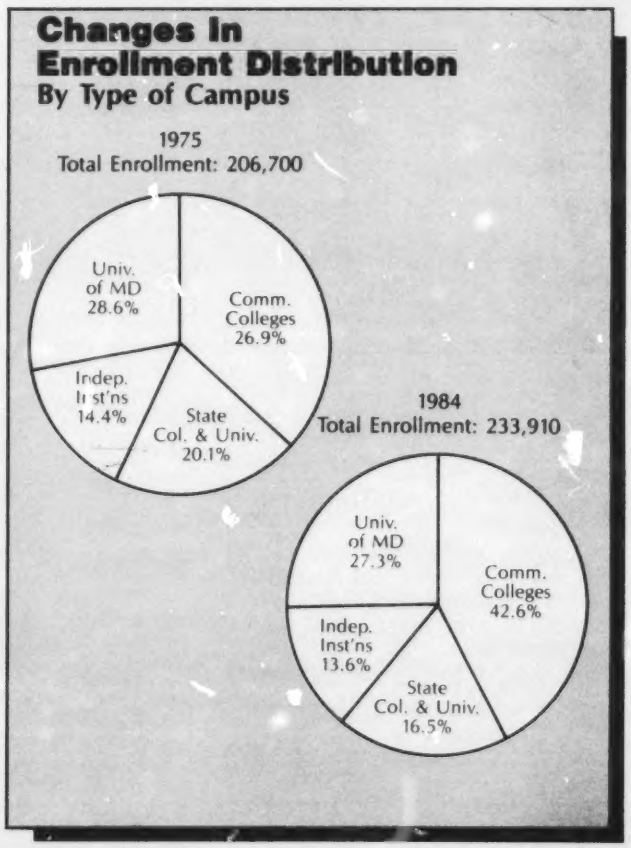
By contrast, part-time undergraduates, whose numbers began to increase substantially in the early 1970s continued to grow through 1983. Part-time undergraduates accounted for almost 26,000 of the approximately 27,000 increase in total enrollments during the 1975-1984 period. A number of characteristics which distinguish most part-time undergraduates from their full-time counterparts have had a significant impact on the nature of many campuses. The majority of part-time undergraduates are older than 23; to a large extent they are employed on a full-time basis while enrolled; and, to an overwhelming degree they are women. Very frequently their goals are career enhancement and often they are taking courses of interest rather than seeking a degree in a formal program of study. These changes have had a major impact on the nature of courses offered, class scheduling, registration, admissions policies, student services, and facility utilization.

Women, whose representation on campus began to increase significantly during the 1960s, account for all of the enrollment growth during the past ten years. While presently there are about 1,000 fewer men on Maryland campuses than ten years ago, there are approximately 28,000 more women. Women currently make up 55% of total enrollments, up from 49% ten years ago.

Qualifications of Entering Students

One of the byproducts of the dramatic increase in access to higher education that took place during the 1960s and early 1970s was less specificity in the type of high school preparation required by colleges for admission. Probably due to this as well as to other factors, the academic preparation of college-bound high school seniors as measured by the college entrance exams (both SAT and ACT) declined. The decline, which began in the mid-1960s, began to receive a great deal of attention about ten years ago. The consequences for higher education were unacceptable retention rates and an increasing need for remedial education. The need to increase admission standards to deal with these problems was formally recognized in Maryland's 1978 *Statewide Plan for*

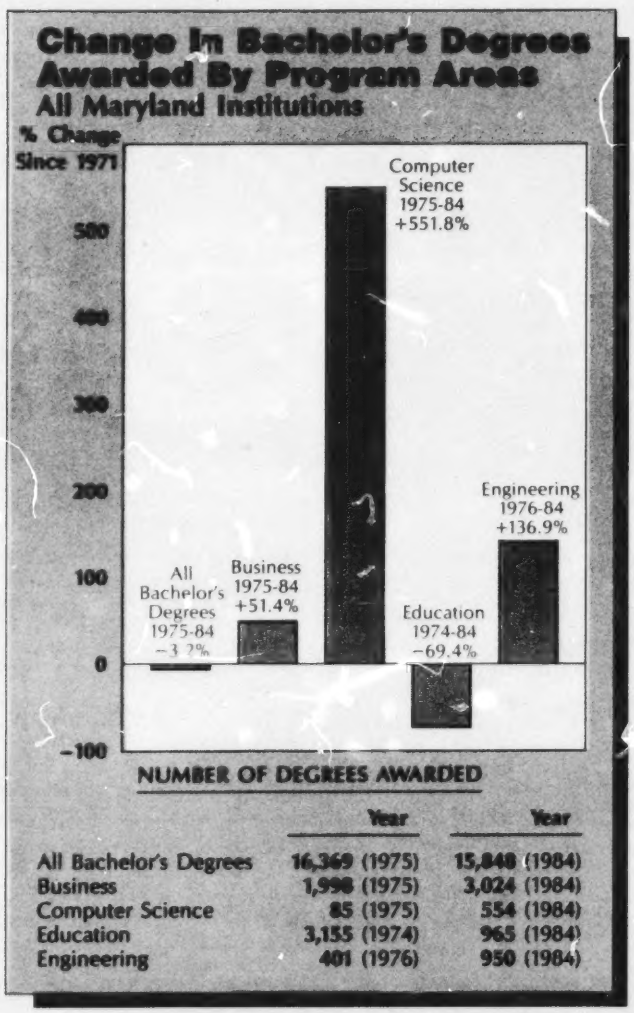




Postsecondary Education. Maryland public four-year institutions began raising admission standards in 1979. While, in part, these increased standards have required higher scores on the Scholastic Aptitude Test, they have for the most part emphasized successful performance in specified high school courses. During the past few years the average amount of coursework taken by Maryland college-bound high school seniors has increased in the physical sciences, foreign languages, and mathematics. Average SAT scores for Maryland seniors now have increased for the past three years on both verbal and mathematics portions of the exam. This past year, almost all public four-year campuses in the State experienced significant increases in the average SAT scores of entering freshmen despite a decline in the number of freshmen entering college.

Programs

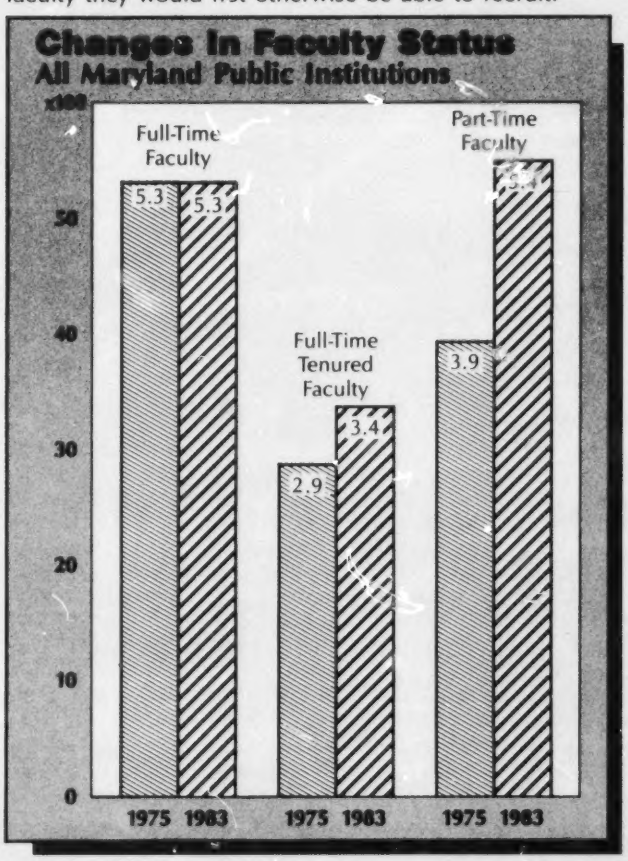
Major changes have occurred in student program interests. In general there has been a shift in interest away from the liberal arts and sciences and toward programs with strong career orientations. The mid-1970s were a low point for graduates in engineering, with only 401 awards in 1976; by this past year the number had risen to 950. Ten years ago only 85 bachelor's degrees were awarded in computer science; this past year the number of awards in this field was 554. Business, which typically has had a relatively large share of total enrollments also has grown, increasing from 1,998 bachelor's degrees in 1975 to 3,024 this past year. One professional field that has experienced a substantial downturn in recent years has been teacher education. The peak year for bachelor's degrees in education was FY 1974 with 3,155 awards. This past year only 965 bachelor's degrees were awarded in education. The trend toward career-related programs also has been evident at the associate degree level. In 1975, 43% of all associate degrees were awarded in career programs; this past year 58% were in career programs. Based on intentions of college-bound high school seniors, this trend is expected to continue for at least the next several years. Despite this, it is expected that colleges and universities will move toward more liberal arts requirements as part of all programs, thus providing all students with broader academic experiences.



	Year	Year
All Bachelor's Degrees	16,369 (1975)	15,848 (1984)
Business	1,998 (1975)	3,024 (1984)
Computer Science	85 (1975)	554 (1984)
Education	3,155 (1974)	965 (1984)
Engineering	401 (1976)	950 (1984)

Faculty

As with students, there have been major changes in the composition of instructional faculty. The most significant change has been in the number of part-time faculty employed by institutions of higher education. While the number of full-time faculty employed by Maryland public campuses remained stable between 1975 and 1983, the number of part-time faculty increased by 39%. Currently 50% of all faculty are employed on a part-time basis. The fields in which the largest numbers of part-time faculty are employed are those that have experienced the most growth in recent years — engineering, computer science, and business. It is obviously desirable from an educational perspective to augment full-time faculty with part-time faculty who are employed full-time in the fields in which they have expertise. However, the increased hiring of part-time faculty has been due as well to the difficulty of recruiting full-time faculty in these areas because of a growing compensation gap between private industry and higher education. Part-time employment permits campuses to hire faculty they would not otherwise be able to recruit.

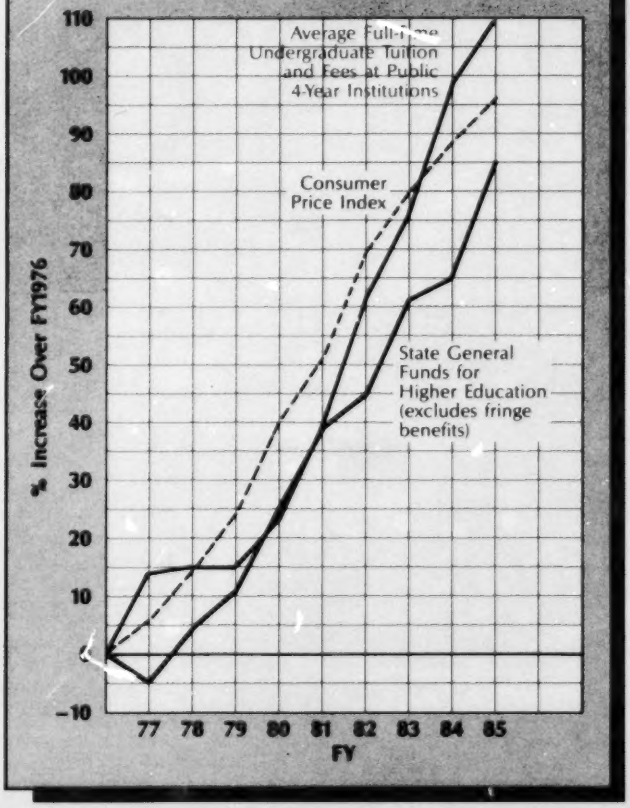


Another reason for the greater number of part-time faculty has been the increasing rate of tenure among full-time faculty on campus. In 1975, 5?% of full-time faculty of Maryland public campuses held tenure; by 1983 this had risen to 64%. Tenure rates tend to be highest in those fields which have experienced the largest enrollment declines or have not experienced growth. Thus, reallocation of full-time faculty positions from declining to growing fields has lagged behind changes in enrollment patterns. The problem of reallocating full-time faculty positions in order to adapt to changing student interests promises to be one of the most significant issues facing most campuses during the next several years. This difficulty is compounded by the facts that full-time tenured faculty at Maryland public campuses are well qualified (84% have a doctorate or first-professional degree) and are relatively young (median age — 46 years) and, therefore, are not approaching retirement in large numbers.

Funding

During the past ten years the amount of State General Funds for higher education has increased substantially — by about 85 percent. Given the fact that enrollments grew by only about 13 percent during this period, a great deal of investment in quality improvement would have been possible had it not been for relatively high rates of inflation. The cost of living as measured by the CPI has almost doubled during the past ten years, decreasing the purchase power of the State funds provided to Maryland higher education. On the other hand, average tuition and fee charges at public four-year institutions have increased somewhat more than the cost of living during the past ten years, rising by about 110 percent. A major reason that enrollment increases have taken place in face of rapidly rising costs has been the availability of federal student financial assistance. The two major federal programs, grants for low income students and guaranteed loans for low and middle income students, have grown dramatically during the past ten years. Many students are now beginning to graduate with indebtedness levels approaching $10,000 and the Pell Grant Program appears unlikely to keep pace with rising tuition in the future. It is, therefore, fortunate that price stability now has returned, although it will take a significant commitment by the State and resourcefulness by the campuses to improve quality in the face of the declining enrollments. It will also require an increased State commitment to financial aid programs to ensure that access to higher education is maintained for those unable to afford the full cost of attendance.

Trends In State General Fund Support, Tuition Charges, and the Consumer Price Index



Quality

During the 1960s and early 1970s most new resources received by institutions of higher education had to be used to support enrollment growth. By contrast the modest enrollment growth of the past ten years has given campuses the opportunity to focus on improving quality rather than on dealing with expansion, despite the erosion of campus purchasing power.

In addition to increasing admissions standards, campuses have given quality improvement increased priority through a number of actions. These actions include creating or enhancing special programs for high ability students, providing additional financial aid to academically talented students, increasing the competitiveness of faculty salaries, and building on areas of strength such as engineering education. While quality improvements are not easily documented, a recent national study of programs at doctoral-granting research institutions gave high ratings to faculty in a number of programs at the University of Maryland College Park and The Johns Hopkins University. In addition, federal research funding received by faculty at the Johns Hopkins University and the University of Maryland has grown steadily.

Accountability

As competition for public funding has increased it has become apparent that increased accountability for performance is necessary to justify maintenance or improvement of funding prospects. During the past decade Maryland higher education has put into place several mechanisms for accomplishing this. In so doing, Maryland higher education is well ahead of most states in providing evaluations of its performance. Mechanisms currently in place which did not exist ten years ago include: State representation on accreditation visits to campuses; management and enrollment audits of public four-year campuses; annual follow-up studies of graduates of public institutions; and annual comprehensive profiles of all public campuses which provide indicators of campus conditions and performance. In addition the first of a series of surveys of employers of graduates of Maryland public institutions will be carried out within the next few months. Currently under discussion by higher education representatives is the possibility of implementing a program for testing students following completion of their programs of study.

The Role of Higher Education in Society

Another major change from a decade ago is the public perception of the importance of higher education. For a number of reasons public support for higher education declined in the late 1960s and early 1970s. However, in the past several years the links between education and economic well-being and the ability of individuals to successfully adapt to changing societal conditions have received increasing recognition. This recognition has provided much of the impetus for the recent interest in education at all levels and for increased funding support for education in many states and localities. This interest will continue in the near future and higher education can be successful in improving public support for the increased investment necessary to continue to improve its quality.

OPENING FALL 1984 ENROLLMENTS AT MARYLAND COLLEGIATE INSTITUTIONS AND CHANGES FROM 1983

	FALL 1984					FALL 1983	
	Undergraduate		Graduate/Prof.		Total	Total	Percent Change
	Full-Time	Part-Time	Full-Time	Part Time	Headcount	Headcount	1983-1984
PUBLIC INSTITUTIONS							
Community Colleges							
Allegany	1,347	787	—	—	2,134	2,321	-8.1%
Anne Arundel	2,176	6,718	—	—	8,894	9,027	-1.5%
Catonsville	2,427	8,782	—	—	11,209	11,587	-3.3%
Cecil	327	1,167	—	—	1,494	1,524	-2%
Charles	704	3,759	—	—	4,463	4,172	7%
Chesapeake	425	1,580	—	—	2,005	1,966	2%
Community College of Baltimore	3,055	4,461	—	—	7,516	9,182	-18.1%
Dundalk	483	2,720	—	—	3,203	3,270	-2%
Essex	2,623	7,238	—	—	9,861	10,204	-3.4%
Frederick	857	2,343	—	—	3,200	3,314	-3.4%
Garrett	225	344	—	—	569	628	-9.4%
Hagerstown	873	1,624	—	—	2,497	2,637	-5.3%
Harford	1,022	3,263	—	—	4,285	4,792	-10.6%
Howard	723	2,697	—	—	3,420	3,619	-5.5%
Montgomery—Germantown	515	2,039	—	—	2,554	2,592	-1.5%
Montgomery—Rockville	4,056	8,626	—	—	12,682	12,947	-2.0%
Montgomery—Takoma Park	1,157	3,493	—	—	4,650	4,775	-2.6%
Prince George's	3,836	10,247	—	—	14,083	14,977	-6.0%
Wor-Wic Tech	186	670	—	—	856	896	-4.5%
ALL COMM. COLLEGES	**27,017**	**72,558**	**—**	**—**	**99,575**	**104,430**	**-4.6%**
State Colleges and Universities							
Bowie	1,145	558	114	544	2,361	2,366	-.2%
Coppin	1,686	532	50	166	2,434	2,503	-2.8%
Frostburg	2,631	403	58	454	3,546	3,708	-4.4%
Salisbury	3,188	882	43	374	4,487	4,489	.0%
Towson	9,326	4,588	127	1,067	15,108	15,157	-.3%
University of Baltimore	972	1,712	1,135	1,359	5,178	5,188	-.2%
Total, All BTSUC	13,948	8,675	1,527	3,964	33,114	33,411	-.9%
Morgan	3,014	642	276	276	4,208	4,555	-7.6%
St. Mary's	1,092	207	—	—	1,299	1,329	-2.3%
University of Maryland:							
Baltimore City	970	84	2,617	962	4,633	4,682	-1.0%
Baltimore County	5,752	1,906	190	305	8,153	7,966	2.3%
College Park	25,250	4,981	3,146	4,930	38,307	37,413	2.4%
Eastern Shore	1,012	148	10	60	1,230	1,223	.6%
University College	958	9,826	33	823	11,640	11,567	.6%
Total, All Univ. of Maryland	33,942	16,945	5,996	7,080	63,963	62,851	1.8%
ALL PUBLIC 4-YEAR INST'NS	**56,996**	**26,469**	**7,799**	**11,320**	**102,584**	**102,146**	**.4%**
ALL PUBLIC INSTITUTIONS	**84,013**	**99,027**	**7,799**	**11,320**	**202,159**	**206,576**	**-2.0%**
INDEPENDENT INSTITUTIONS							
Baltimore Hebrew	37	91	100	—	228	258	-11.6%
Capitol Tech	493	552	—	—	1,045	1,076	-2.9%
Columbia Visual Arts College*	—	—	—	—	—	25	-100%
Columbia Union	416	470	—	—	886	714	24.1%
Eastern Christian	41	15	—	—	56	66	-15.2%
Goucher	792	118	22	33	965	1,004	-3.9%
Hagerstown Business	246	13	—	—	259	259	.0%
Hood	814	287	21	614	1,736	1,681	3.3%
Johns Hopkins	2,431	1,319	2,660	4,176	10,586	10,250	3.3%
Loyola	2,673	369	144	1,985	5,171	5,652	-8.5%
Md. College of Art and Design	54	9	—	—	63	75	-16.0%
Md. Institute College of Art	709	409	72	56	1,246	1,281	-2.7%
Mount St. Mary's	1,333	48	182	145	1,708	1,709	-.1%
Nar Israel	238	—	93	5	336	336	.0%
Notre Dame	519	1,171	—	66	1,756	1,745	.6%
Peabody Institute	221	36	95	77	429	433	-.9%
Sojourner—Douglass	374	17	—	—	391	446	-12.3%
St. John's	373	11	—	—	384	392	-2.0%
St. Mary's Seminary & Univ.	26	—	115	195	336	310	8.4%
Villa Julie	667	372	—	—	1,039	1,031	.8%
Washington Bible	172	208	68	66	514	548	-6.2%
Washington College	718	75	—	72	865	800	8.1%
Washington Theological Union	—	—	114	53	167	183	-8.7%
Western Maryland	1,140	36	61	348	1,585	1,765	-10.2%
ALL INDEPENDENT INST'NS	**14,487**	**5,626**	**3,747**	**7,891**	**31,751**	**32,039**	**-.9%**
GRAND TOTAL, ALL INST'NS	**98,500**	**104,653**	**11,546**	**19,211**	**233,910**	**238,615**	**-2.0%**

*Closed July 1984

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